

R Earle Davis Elementary

2305 Frink Street
Cayce, South Carolina 29033

Grades	K-5 Elementary School	
Enrollment	369 Students	
Principal	Jim Hinton	803-739-4080
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	Jerry S. Chitty	803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	55	37	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

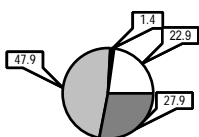
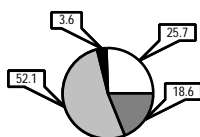
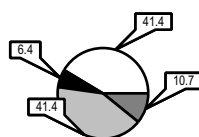
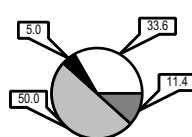
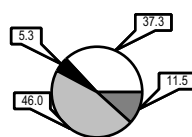
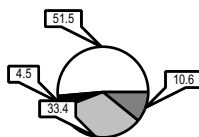
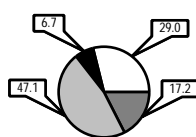
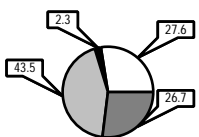
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	167	99.4	22.9	47.9	27.9	1.4	41.4	Yes	Yes
Gender									
Male	83	98.8	27.4	53.4	19.2	0.0	31.5		
Female	84	100.0	17.9	41.8	37.3	3.0	52.2		
Racial/Ethnic Group									
White	39	100.0	11.8	44.1	41.2	2.9	52.9	I/S	I/S
African American	122	99.2	25.7	49.5	23.8	1.0	37.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	132	100.0	22.7	43.6	31.8	1.8	45.5		
Disabled	35	97.1	23.3	63.3	13.3	0.0	26.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	99.4	22.9	47.9	27.9	1.4	41.4		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	166	99.4	22.9	47.9	27.9	1.4	41.4		
Socio-Economic Status									
Subsidized meals	123	99.2	28.7	47.2	24.1	0.0	34.3	Yes	Yes
Full-pay meals	44	100.0	3.1	50.0	40.6	6.3	65.6		

Mathematics – State Performance Objective = 36.7%									
All Students	167	98.8	25.7	52.1	18.6	3.6	38.6	Yes	Yes
Gender									
Male	83	97.6	30.1	46.6	21.9	1.4	41.1		
Female	84	100.0	20.9	58.2	14.9	6.0	35.8		
Racial/Ethnic Group									
White	39	100.0	17.6	47.1	29.4	5.9	61.8	I/S	I/S
African American	122	98.4	27.7	53.5	15.8	3.0	31.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	132	100.0	21.8	52.7	20.9	4.5	44.5		
Disabled	35	94.3	40.0	50.0	10.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	98.8	25.7	52.1	18.6	3.6	38.6		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	166	98.8	25.7	52.1	18.6	3.6	38.6		
Socio-Economic Status									
Subsidized meals	123	99.2	30.6	50.9	15.7	2.8	30.6	Yes	Yes
Full-pay meals	44	97.7	9.4	56.3	28.1	6.3	65.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	167	99.4	41.4	41.4	10.7	6.4	17.1
Gender							
Male	83	98.8	43.8	39.7	12.3	4.1	16.4
Female	84	100.0	38.8	43.3	9.0	9.0	17.9
Racial/Ethnic Group							
White	39	100.0	26.5	41.2	23.5	8.8	32.4
African American	122	99.2	46.5	40.6	6.9	5.9	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	132	100.0	36.4	44.5	10.9	8.2	19.1
Disabled	35	97.1	60.0	30.0	10.0	0.0	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	99.4	41.4	41.4	10.7	6.4	17.1
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	166	99.4	41.4	41.4	10.7	6.4	17.1
Socio-Economic Status							
Subsidized meals	123	99.2	48.1	39.8	8.3	3.7	12.0
Full-pay meals	44	100.0	18.8	46.9	18.8	15.6	34.4

Social Studies							
All Students	167	99.4	33.6	50.0	11.4	5.0	16.4
Gender							
Male	83	98.8	32.9	54.8	8.2	4.1	12.3
Female	84	100.0	34.3	44.8	14.9	6.0	20.9
Racial/Ethnic Group							
White	39	100.0	26.5	47.1	17.6	8.8	26.5
African American	122	99.2	35.6	50.5	9.9	4.0	13.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	132	100.0	28.2	53.6	12.7	5.5	18.2
Disabled	35	97.1	53.3	36.7	6.7	3.3	10.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	99.4	33.6	50.0	11.4	5.0	16.4
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	166	99.4	33.6	50.0	11.4	5.0	16.4
Socio-Economic Status							
Subsidized meals	123	99.2	38.0	50.0	6.5	5.6	12.0
Full-pay meals	44	100.0	18.8	50.0	28.1	3.1	31.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	59	100.0	19.6	28.6	42.9	8.9	51.8
	4	64	100.0	23.0	59.0	18.0	N/A	18.0
	5	66	100.0	23.3	53.3	21.7	1.7	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	98.2	11.1	44.4	40.0	4.4	44.4
	4	57	100.0	28.9	40.0	31.1	0.0	31.1
	5	56	100.0	25.0	60.4	14.6	0.0	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	59	100.0	19.6	55.4	21.4	3.6	25.0
	4	64	100.0	23.0	54.1	19.7	3.3	23.0
	5	66	100.0	25.0	56.7	10.0	8.3	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	96.3	8.9	71.1	17.8	2.2	20.0
	4	57	100.0	37.8	33.3	22.2	6.7	28.9
	5	56	100.0	29.2	52.1	16.7	2.1	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	98.2	31.1	48.9	15.6	4.4	20.0
	4	57	100.0	40.0	48.9	2.2	8.9	11.1
	5	56	100.0	50.0	29.2	14.6	6.3	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	98.2	22.2	55.6	13.3	8.9	22.2
	4	57	100.0	31.1	48.9	15.6	4.4	20.0
	5	56	100.0	43.8	47.9	6.3	2.1	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 369)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.9%	Up from 2.2%	3.7%	3.0%
Attendance rate	96.2%	Down from 96.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%	Down from 5.3%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Down from 6.4%	3.7%	3.2%
Eligible for gifted and talented	6.1%	Down from 6.3%	7.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Up from 7.9%	8.6%	8.2%
Older than usual for grade	0.5%	Down from 0.8%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Up from 1.7%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	77.4%	Down from 83.3%	82.4%	83.3%
Highly qualified teachers	89.3%	Down from 94.4%	93.9%	93.5%
Teachers with emergency or provisional certificates	3.7%	No change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 84.7%	86.2%	87.0%
Teacher attendance rate	91.1%	Down from 92.5%	94.9%	95.0%
Average teacher salary	\$44,453	Up 3.5%	\$41,115	\$41,703
Prof. development days/teacher	20.3 days	No change	12.8 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 19.1 to 1	18.0 to 1	18.8 to 1
Prime instructional time	85.0%	Down from 87.7%	89.7%	89.8%
Dollars spent per pupil*	\$6,983	Down 0.3%	\$6,557	\$6,242
Percent of expenditures for teacher salaries*	65.8%	Down from 69.1%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Davis Elementary completed another successful school year in providing quality instruction to 413 students in grades Pre-K - 5. Our most important goal as a school and community is to provide a high quality education for our students through an effective and innovative instructional program. Our focus for this school year was to improve student learning by: 1) completing the process of becoming a technology magnet school; 2) implementing a results plan to use student results data to make instructional decisions, drive the instructional programs, and decide on the best instructional practices that will promote positive increase in student achievement; and 3) implementing an instructional strategy improvement program for all staff that will help develop best practice strategies for increased proficient student achievement.

Davis Elementary met the adequate yearly progress goal set forth by the No Child Left Behind law by meeting 19 out of 19 objectives. The school received an Absolute Rating of Average this year on the State Report Card. This rating is the result of student performance on the PACT with the number of students scoring at or above the Basic level.

Davis Elementary completed the process of becoming a technology focus school. The school received a state technology innovation award in January for our work with integrating the Reading and Writing Kingdom with technology. Our computer lab received 25 new Dell computers. Our production lab came online with 20 computers and a video/audio production center. We upgraded the media center with 18 computers and an online video streaming component. We completed the process of installing active boards in all classrooms, and initiated and completed installation of the media carts in all classrooms that included a wireless laptop, printer scanner combo, surround sound system, and LCD projector.

Our school staff presented at 11 different conferences this year including the SC School Board Association. Our school results team received a grant from the Dollar General Corporation that will create a summer "math van" project.

This narrative would not be complete without special recognition for the sustained support and dedication from our staff, students, parents and school community. Our chorus program had a tremendous year. We received a Superior rating in a Carowinds performance. We had 5 students selected for the Governor's Carol Lighting service, 7 students selected for the district summer Gifted program, and 3 students selected for the All-State Chorus. Our PTO and SIC continued with their support for our school by contributing a digital/wireless weather station for our technology focus. Our school had a record number of school volunteers and business supporters that contributed in-house services and financial support, making our students' lives richer. The school wants to thank the parents for all of the support and faith that you give to us.

Jim Hinton - Principal
Deborah Farmer - SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	49	29
Percent satisfied with learning environment	95.0%	75.0%	96.6%
Percent satisfied with social and physical environment	95.0%	69.4%	92.9%
Percent satisfied with school-home relations	85.0%	77.6%	72.4%

*Only students at the highest elementary school grade level at this school and their parents were included.